

**TEACHING WRITING BY USING WH – QUESTIONS THROUGH  
PICTURE TO IMPROVE STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE PARAGRAPH AT THE FIRST YEAR  
OF SMUN 2 KAMPAR**



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PEKANBARU  
1431 H/2010 M**

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Thesis  
Submitted to Fulfill One Requirements  
for Undergraduate Degree in English Education  
(S.Pd)



By

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## SUPERVISOR APPROVAL

The thesis entitled "*Teaching Writing by Using Wh – questions through Picture to Improve Students' Ability in Writing Descriptive Paragraph at the First Year of SMUN 2 Kampar*", is written by Qhorimah Asmar NIM. 10514000381. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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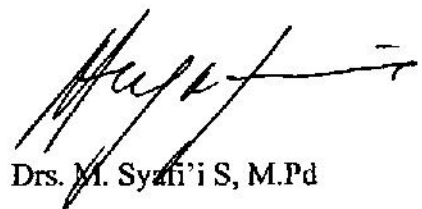
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## EXAMINER APPROPAL

This thesis entitled "*Teaching Writing by Using Wh – questions through Picture to Improve Students' Ability in Writing Descriptive Paragraph at the First Year of SMUN 2 Kampar*", is written by Qhorimah Asmar NIM. 10514000381. It is approved and has been examined by the final examination committee of undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rabiul Akhir 7, 1431 H / April 22, 2010 M as one requirement for the undergraduate Degree (S.Pd) in English Education.

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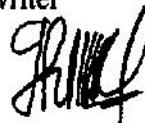
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Pekanbaru, 8<sup>th</sup> March 2010  
The writer



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## ABSTRACT

QHORIMAH ASMAR (2010): "Teaching Writing by Using Wh – questions through Picture to Improve Students' Ability in Writing Descriptive Paragraph at the First Year of SMUN 2 Kampar"

This research consist of two variables: variable X; Teaching Writing by Using Wh - questions through Picture as independent variable and variable Y; The Students' Ability in Writing Descriptive Paragraph as dependent variable.

Writer of this paper is interested in conducting this research because she wanted to know whether using Wh - questions through picture is effective to improve students' writing ability.

The subject of this research are the first year of SMUN 2 Kampar. The sample composes two classes of the total classes, because this research is assigned by using Cluster Sampling.

This research was conducted from November to December 2009. In collecting data, the writer used test (pre-test and post-test).

It is aimed to answer the formulation of research problems:

1. How is the students' ability in writing descriptive paragraph by using Wh - questions through picture at the first year of SMUN 2 Kampar?
2. Is there any significant effect of using Wh – questions through picture to improve students' ability in writing descriptive paragraph?

In collecting the data, the researcher uses *t* – test with formula is as follow:

$$t_o = \frac{\bar{x} - \bar{y}}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

The score was compared with the *t* – table by using of the deg freedom "df". The formula is follows:

$$(df) = (N_1 + N_2) - 2$$

Finally, it can be concluded that any significant of using Wh - questions through picture in writing descriptive paragraph at the first year of SMUN 2 Kampar. It can be seen that  $t_o = 5.10$  is higher than  $t_{table}$  5% = 2.02 and 1% = 2.72. It means that there is any significant of using Wh - questions through picture in writing descriptive paragraph at the first year of SMUN 2 Kampar.

## الملخص

قرمه اسمر (2010) : "تعليم الكتابة مع واط أسئلة باستخدام صور من خلال القدرة على تحسين الطلاب الكتابة في الفقرة 1 وصفي  
Kampar" وفي الفئة 2 SMUN

تتألف هذه الدراسة من 2 المتغيرات : في العاشر المتغير ؛ تعليم الكتابة بواسطة استخدام واط أسئلة من خلال الصور (كما هو المتغير  
(المستقل) ، ونعم المتغير ؛ قدرة الطلاب في صفي كتابة هذه الفقرة (كمتغير تابع  
الكتاب المهتمين لإجراء هذه البحوث كارنا أراد أن يعرف ما إذا كان استخدام واط أسئلة من خلال الصور على نحو فعال من أجل  
تحسين الطلاب مهارات الكتابة  
عينة من فئتين من جميع الطبقات من هذا كارنا البحث باستخدام نموذج الكتلة . SMUN 2 Kampar موضوع هذه الدراسة الطبقة 1  
(في جمع البيانات ، واستخدام الكتاب لاختبار (قبل الاختبار وبعد الاختبار . الدراسة التي أجريت من نوفمبر الى ديسمبر 2009  
: هذا هو المقصود للرد على صياغة هذه المشكلة -- مشكلة البحث  
SMUN 2 كيف مهارات الطلبة في كتابة الفقرات وصفية لاستخدام مساعركم واط -- الأسئلة من خلال الصور على الطبقة 1  
Kampar ؟  
هل هناك تأثير كبير للاستخدام واط -- أسئلة عن طريق الصور لتعزيز مهارات الطلبة في كتابة فقرة وصفية ؟ 2.  
: في مجال جمع البيانات والباحثين استخدام اختبار (ت) ، مع الصيغة التالية

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

: ثم مقارنة النتائج مع ر -- الجدول باستخدام درجة الحرية باستخدام الصيغة  
مدافع = (ن + ن) - 2

SMUN 2 ويمكن أن خالص إلى أن هناك كبير من استخدام واط -- الأسئلة من خلال الصور في كتابة الفقرات الوصفية في الطبقة 1  
ويمكن ملاحظة أن ل= 5:10 أكبر من 5 % الجدول ص= 2:02 و 1 % = 2.72 . Kampar

## ABSTRAK

QHORIMAH ASMAR (2010): “Mengajarkan Writing Dengan Menggunakan Wh-questions Melalui Gambar Untuk Meningkatkan Kemampuan Siswa Dalam Menulis Paragraf Deskriptif Pada Kelas 1 SMUN 2 Kampar”

Penelitian ini terdiri dari 2 variabel: variabel X; Mengajarkan Writing Dengan Menggunakan Wh-questions Melalui Gambar (sebagai variabel independen), dan variabel Y; Kemampuan siswa Dalam Menulis Paragraf Deskriptif (sebagai variabel dependen).

Penulis tertarik untuk mengadakan penelitian ini karna dia ingin mengetahui apakah penggunaan Wh-questions melalui gambar efektif untuk meningkatkan kemampuan menulis siswa.

Subjek penelitian ini kelas 1 SMUN 2 Kampar. Sampelnya dua kelas dari seluruh kelas karna penelitian ini menggunakan Sampel Klaster.

Penelitian ini diadakan dari bulan Nopember sampai Desember 2009. Dalam mengumpulkan data, penulis menggunakan tes (pre-tes dan pos-tes). Ini ditujukan untuk menjawab rumusan dari masalah - masalah penelitian:

1. Bagaimana kemampuan siswa dalam menulis paragraf deskriptif dengan menggunakan Wh – questions melalui gambar pada kelas 1 SMUN 2 Kampar?
2. Apakah ada pengaruh yang signifikan dari penggunaan Wh – questions melalui gambar untuk meningkatkan kemampuan siswa dalam menulis paragraf deskriptif?

Dalam mengumpulkan data, peneliti menggunakan t-test, dengan rumus sebagai berikut:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Kemudian hasilnya dibandingkan dengan t – table dengan menggunakan the degree of freedom dengan rumus:

$$df = (N_x + N_y) - 2$$

Ini dapat disimpulkan bahwa ada signifikan dari penggunaan Wh – questions melalui gambar dalam menulis paragraf deskriptif pada kelas 1 SMUN 2 Kampar. Ini dapat dilihat bahwa  $t_o = 5.10$  lebih besar dari r table 5% = 2.02 dan 1% = 2.72.

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

English is a foreign language that must be studied because it is an important language for communication of International relationship. Kalayo and Fauzan (2007:1) say that the trend for teaching English as a foreign language has been changed from the usage oriented to the use one, in which learners do not learn much about language rules anymore, but learn to use it in real situation. In Indonesia, English gives some very meaningful contributions for the development, especially in tourism, business, and science and technology. That is why; English becomes one of Indonesian education programs. It has been taught starting from kindergarten, elementary school, junior high school, senior high school, up to high level of education like universities, institution and academic major.

Nowadays, the mastery of English is a must if we don't want to be left of information and technology. It is clear that English is very important in our life. Moreover, we will face a globalization era which is possible for us to visit or to come to another country without many procedures for it and vice versa. The main capital is able to communicate and understand about world languages or International language. Paulston and Bruder (in Syafii , 2007:97) also point out in the some tone that “ the last of the four language skills of listening, speaking, reading and writing” they can not be separated each other because they must be integrated in to forms of language skills.

Writing is a tool to communicate in written language. Moreover, this is a kind of activities that needs support with mastering other language skills. Writing skill through learning practicing will encourage students to move beyond formulaic organization and to develop their own sense of organization and style of work with the various forms and consider their audience. Students engage in the process of writing by exploring ideas, reconsidering strategies, revising their work and become more aware of their own composing processes.

Haris (in Syafi'i, 2007:139) states that "a composition should comprise at least, five aspects of writing to be judged. They are: content, form, grammar, style and mechanics." In short, as commonly conceived, writing process is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics. Writing is not easy as speaking or oral communication because it needs ability in producing word that should make the readers or audience understand in what messages mean.

One of the written language elements is paragraph. According to Reid (1988:8) a paragraph is a series of sentences that develops one idea. It develops a topic, a topic is basically the subject of the paragraph; it is what paragraph is talking about. Syafi'i, Fauzan, and Jhonry (2007:16) state that "there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison and contrast, and by cause and effect. They are required for different purpose of writing.

Descriptive paragraph is a paragraph that may be defined as group of sentences that is closely related in thought which serves one common purpose. It often describes what a person looks like and acts like, what a place looks like, and what an object looks like. <http://www.examples-help.org.uk/english-grammar/descriptive-paragraphs.htm> (on November 24<sup>th</sup> 2009). While Descriptive paragraph may follow various kinds of order, depending on what is being described or how something is looked, felt, or heard. It is clear that the writer lets audiences touch, taste, see, hear, and smell what he or she is describing. The most important organization of descriptive paragraph is called *special organization* or we have to make it very clear into the location of the objects being described.

In syllabus of SMU by Bambang (2006), it contains:

1. Making draft, revising and editing (2x45 minutes)
2. Understanding meaning in short functional text and monolog like narrative, descriptive and news simple item in context daily (1x45 minutes)
3. Expressing meaning in short functional text and simple monolog like narrative, descriptive and news item in context daily (1x45 minutes)
4. Identification character people or thing is description(1x45 minutes)
5. Discussion of groups to make a news or description or narrative continues(1x45 minutes)

6. Using sentences of simple present tense in describing thing or people (1x45 minutes)
7. Doing monolog to express a description (1x45 minutes)
8. Understanding meaning in short functional text and simple essay like narrative, descriptive, news item in daily context and to access of science (1x45 minutes)
9. Using grammar, vocabulary, punctuation mark, spelling, and system of writing accurately
10. Responding meaning in simple essay accurately, fluently, and accept in daily context and to access science in narrative, descriptive, and news item texts

SMUN 2 Kampar is one of the favorite senior high schools that has a lot of students in Kampar regency. At this school, the students have been taught various general knowledge and Islamic sciences. English is one of the general sciences which has been taught at this school. Of course, this school has been trying hard to develop both general knowledge and Islamic sciences. The efforts that have been done by this school to participate in the field of educational development are by opening some new classes to accommodate all students that are interested in this school. It is also supported by adequate facilities.

Based on preliminary observation done by the writer, the students of SMUN 2 Kampar have studied at least twice a week in Senior High School but in reality, some of them still have problems in English, especially in writing language. The problems might possibly come from English linguistics

background. Although their teachers have explained lesson but the result of learning is far from expectation. It can be seen from the phenomena as follows:

- 1) Some of the students are not able to write organization of good descriptive paragraph
- 2) Some of the students are not able to write descriptive paragraph in suitable tenses
- 3) Some of the students get difficulties in expressing their ideas in writing
- 4) Some of the students are not able to use some techniques which can help them develop their writing

In relation to the phenomena above, the writer is very interested in carrying out a research entitled: *“Teaching Writing by Using Wh – questions through Picture to Improve Students’ Ability in Writing Descriptive Paragraph at the First Year of SMUN 2 Kampar”*

#### **B. Reason for Choosing the Title**

The reason why the writer is interested in carrying out a research on topic above is based on some considerations:

1. The problem of the research are interesting and challenging to be investigated in term of teaching learning process
2. The topic is relevant to the writer’s condition because it has never been investigated by other researchers

### **C. Setting of the Problem**

Based on the description above, it is clear that there are many students encounter problems in writing descriptive paragraph when they are asked by their English teacher to do it in the classroom.

#### **1. Identification of the Problem**

Based on the background of problem above and the phenomena that writer has found in preliminary observation, she can conclude that some of the students of first year of SMUN 2 Kampar have several problems as follows:

- a. Why are some of the students unable to write descriptive paragraph in a good organization?
- b. Why are some of the students unable to write descriptive paragraph in suitable tenses?
- c. What factors cause some of the students get difficulties in expressing their ideas in writing?
- d. How is the students' ability in writing descriptive paragraph?

#### **2. Limitation of the Problem**

Based on the identification of the problems above, the writer found many problems which are faced by the students. To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem and the writer focuses on the teaching of writing by using Wh – questions through picture to improve the students' ability in writing descriptive paragraph at the first year of SMUN 2 Kampar.

### **3. The Formulation of the Problem**

The formulation of this research is formulated as follows:

1. How is the students' ability in writing descriptive paragraph by using Wh - questions through picture at the first year of SMUN 2 Kampar?
2. Is there any significant effect of using Wh - questions through picture to improve students' ability in writing descriptive paragraph?

### **D. The Object and the Need of Research**

#### **1. The Objective of the Research**

The objectives of this study are as in the following:

1. To find out how good the writing achievement of the first year Senior High School guided by Wh – questions is.
2. To know significant effect of using Wh – questions through picture to improve students' ability in writing descriptive paragraph.

#### **2. The Need of the Research**

1. To give some contribution to the English teacher about the effect of teaching writing by using Wh - questions on the students' writing achievement, so that the English teacher can make improvement on the students' writing skill.
2. The implementation of teaching writing by using Wh - questions can improve the students' interest in writing, so that the writing class can be more enjoyable.
3. Increase the writer's spirit in teaching and her knowledge.



### **E. The Definition of the Term**

In order to avoid misunderstanding in reading this research, the writer will define the key terms as follows:

#### **1. Paragraph**

According to Reid (1988:8) a paragraph is a series of sentences that develop one idea.

#### **2. Wh - questions**

Azar (1992:128) Wh - questions is a question that asks for information by using a question word such as where, when, why ,who, whom, what, which, whose, how.

#### **3. Descriptive**

[http://esl.about.com/library/writing/blwrite\\_descriptive1.htm](http://esl.about.com/library/writing/blwrite_descriptive1.htm)hich (on November 24<sup>th</sup> 2009) descriptive paragraphs are often used to describe what a person looks acts like.

#### **4. Picture**

William (in Asri 2008: 5) says that picture is a visual representation imaged printed, drawn, photographed, or otherwise rendered on a flat surface.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Theoretical Framework**

Theoretical framework is a basic thinking to investigate a problem that is used to get the correctness in the research.

##### **1. The Nature of Writing Skill.**

Writing is one of the four skills of learning besides reading, speaking, and listening. Writing is an activity to express idea, opinion, and feeling into written form. It involves many skills such as how to employ the grammatical forms, to use appropriate vocabulary, and to organize the sentences in to a good paragraph. According Hornby (2000:1481) writing is an activity or occupation of writing.

As we know that writing is a complex cognitive and production of unique communication, so the writer will help the reader to extract the meaning from there graphic symbols. When the readers read the text; he or she can attempt to discover the meaning of what is writing by using the visual clues or spelling. His or her knowledge of probabilities of occurrence, contextual, contextual-pragmatic knowledge and syntactic and semantic competence give a meaningful interpretation to the context.

In conclusion, writing is an ability to express thought, feeling, experience into written form requiring mastery of skill such as grammar, vocabulary and mechanic.

### **a. Paragraph**

According to Reid (1988:8) a paragraph is a series of sentences that develops one idea. It is a unit of written expression. Furthermore, Sofia Rangkuwati Hasibuan (2007:64) also point out a paragraph has one main objective-that is to convey a central idea clearly and effectively. In order to write paragraph clearly, you should connect your sentences smoothly and logically. To write a paragraph effectively, you should pinpoint the central idea.

In addition Syafi'i (2007:1) a paragraph is a unit of information in writing that is unified by a central idea. A paragraph is considered good only if the reader completely understands the unit of information; it contains central idea that is completely developed.

Before writing a paragraph, we have to master the techniques of writing the topic sentence and how to develop it in a paragraph. A paragraph contains topic sentence, supporting sentence, and concluding sentence. Paragraphs are really miniature composition with a longer piece of writing, and their development reflects the writer's larger purpose.

#### **1. Topic Sentence**

Each of the paragraphs will have a topic sentence that will introduce the topic in the paragraph, that becomes the most general sentence, the most important sentence, and controlling ideas that the following sentences in the paragraph will explain, define, clarify, and illustrate.

According Sofia Rangkuwati Hasibuan (2007:94) a topic sentence shows what the paragraph is about. A good topic sentence controls the paragraph in that it only clarifies what the paragraph is about.

## 2. Supporting Sentence

The supporting sentences help the reader understand more clearly what the writer means. According to Syafii (2007:5) there are two kinds of supporting sentences, they are major supporting sentence and minor supporting sentence. A major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence, while minor supporting sentence directly supports the major supporting sentence and at the same time indirectly supports the topic sentence. These supporting sentences will be more specific than the topic sentence.

## 3. Concluding Sentence

According Syafii (2007:7) supporting sentence tells the reader that the paragraph is finished, and it completes the picture or story about the subject of the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

## 2. Descriptive Paragraph

Descriptive paragraph is intended to create a picture in the reader's mind. It may, of course, inform the reader as well, as in the case with an accurate descriptive of a place or building that the reader has never seen. But the information value is incidental to the success of a descriptive paragraph, which should give the reader illusion that he or she is actually seeing the object or place.

According to M. McCrimmon (1967:110) descriptive details tell what something looks, sounds, feels, tastes, or smells. Descriptive details are the basic materials of writing, since all writing rests on observation, and descriptive details are the means by which observations are reported.

Furthermore, Chandra Kirana et al (2008: 25) say that the goal of descriptive text is to describing people, thing, or place. This text gives much information that can sometimes be visualized. Structure of descriptive text consists of identification (introducing subject) and description (showing character of subject).

The characteristics of descriptive text are:

1. Using simple present tense
2. Using has and have
3. Using linking verbs (is, are, appears), and consists of
4. Using adjective (big, beautiful, small, etc) and compound adjectives (white skinned)
5. And sometimes using degree of comparison ( she is taller than her brother)

### **3. Wh - questions**

Wh – questions begin with a question word, such as who, what, whom, when, where, why, and how. To form a Wh - questions, we have to understand the form of Yes-No question, i.e.: am, is, are, was, were, do, does, did or some other auxiliaries placed before the subject. Then Wh - questions are preceded.

Azar (1992:128) says that there are two kinds of questions; Yes / No question and information question. Yes / No question is a question that can be

answerd by a "Yes or No", while information question is a question that uses information question words such as where, when, why, who, whom, what, which, whose, and how.

An analysis of Wh - questions words in information question.

1. The use of Where

The word "Where" is used to ask about place.

Example: Where is she? In the class

2. The use of When

The word "When" is used to ask about time.

Example: When did they arrive? Yesterday

3. The use of Why

The word "Why" is used to ask about reason.

Example: Why do they leave early? Because their mothers call them.

4. The use of Who

The word "Who" is used as the subject of question. It refers to people and who is usually followed by singular verb even if the speaker is asking about more than one person.

Example: Who can send the letter? I can

Who is coming to the dinner to night? Andi, Boby and Linda.

Who want to joint us? Toms wants.

#### 5. The use of Whom

The word “Whom” is used as the object of the verb or preparation in spoken English, whom is rarely used instead. Whom is used only informal question. Whom is used if it is preceded by preparation.

Example: Whom did you see? I saw George

Whom should I talk to? The secretary

#### 6. The use of What

The word “What” is used as subject of question. It refers to thing and it is also used as object.

Example: What made you angry? His rudeness

What did Alice buy? A book

#### 7. The use of Which

The word “Which” is used instead of “What” which is used when the speaker wants someone to make choice.

Example: Which pens do you want? The blue one

Which country do you visit? China

#### 8. The use of Whose

The word “Whose” is used to ask question about possession.

Example: Whose cloth is these?

The use of Wh - questions here is a guided writing. Guided writing is an individual or group activity where learners use workshop to organize their ideas and writer texts. This is a teaching strategy that can be used to extend and develop



text written during the independent writing. It involves a teacher: guiding students in their attempt to create individual writing texts, responding to students' in theory extending students' thinking during the process. Wh - questions will help the students to organize. It supports children to plan their writing. It is also a model of each stage of the writing process.

A Wh - questions is an open question, meaning that it can have any number of answers. It asks about some missing information that the speaker needs. It can be used to generate ideas for compositions as well. Asking questions like this may help students to clarify exactly what subject you are going to discuss in your composition([http://books.google.co.id/books?id=CPNo8Mfip\\_EC&dq=isbn%3A0521657687&q=wh\\_questions#0nepage&=wh\\_questions&f=false](http://books.google.co.id/books?id=CPNo8Mfip_EC&dq=isbn%3A0521657687&q=wh_questions#0nepage&=wh_questions&f=false)). We can use visual cues to help children understand to formulate Wh - questions and respond appropriately to a situation. It is absolutely essential that students understand and are able to ask and answer Wh – questions. When students are learning process and answer of Wh - questions, they usually follow a developmental and predictable sequence. “What” is the earliest question mastered, followed by “Who” and “Where”. Finally, an understanding of “When” and “Why” develop.

By using visual cues or picture in writing can improve the students' ability. The students more understand more the formulation of simple Wh – questions as a foundation to develop skills in communicating, generating, and processing information in his/her environment. The mastery of this simple question is valuable to the early learner.

([www.superduperinc.com/handouts/pdf/110\\_wh\\_questions.pdf](http://www.superduperinc.com/handouts/pdf/110_wh_questions.pdf))

**Example:**

Firstly, the teacher showing a Tigers' picture. After that the students make question about the picture: what is the name of the animal?, what are the features of the animal?, what does the animal eat?, where can we find it?, etc. after the questions, the students can find out the ideas to develop their descriptive paragraph writing. It is so easier for them to arrange the sentences from answers to become a good paragraph.

#### **4. Picture**

Media are the instruments that can be used by the teacher in teaching. They are to make the students more interested in learning process. As Oemar Hamalik (1994:12) states that teaching media is the instrument, method, and technique used to make the communication or interaction between teacher and students in teaching and learning process effectively.

Nana Sudjana (1991:3) says that "picture is the important teaching media that can encourage the students' interest effectively in teaching and learning process". In addition Amir Hamzah Suiaiman (1988:27) says that "picture make people to get ideas or information clearly, more clear than telling or writing of words". It is clear that picture can make the students stimulated to increase their language skills such as speaking and writing ability.

Picture is an image which can be shown to the students to help them write descriptive paragraph. If the teacher uses picture for subject, the teacher would

become “facilitator” to guide the students to increase their language skills, especially in writing paragraph.

According to Byrne (1982; in Riski Kinanti, 2008) there are two kinds of pictures, they are single picture and picture series (picture sequences). Picture series may show either one main idea of event or scene with a considerable number of details, and perhaps a number of events taking place. Picture sequences should range from four to eight pictures. If some forms of the picture sequences are used, no doubt the learners generally respond favorably to the task, which are related to some kinds of visual context.

There are many functions of the pictures in teaching and learning process. As Nata Wijaya (1979:17) says that summary of the kinds of functions of picture in teaching and learning process are:

- a. To attract the students' interest
- b. To stimulate and motivate the students to learn
- c. To introduce new idea which are not known yet
- d. To strengthen the students' memory of a stimulus

In addition, he says, picture has some advantages as follows:

- a. Picture is concrete, it refers to the more real
- b. Picture can clarify some things which is verbal
- c. Picture is more effective and efficient
- d. Picture is easily made and also cheaply got

In conclusion, the functions of using picture by using Wh – questions are:

- a. To develop teaching and learning process
- b. To improve students' writing especially in descriptive paragraph
- c. To help the students open their mind and give the information of new thing or their ideas to write descriptive paragraph

## **B. Relevant Research**

Based on research findings investigated by Etika Ulya (2008) in her project paper entitled is *The Students' Ability in Mastering Chronological Order in Writing Narrative Paragraph at the First of Senior High School 2 Kampar*. These research activities contain one variable only, namely: the ability of the first year students in constructing chronological order in narrative paragraph. The population of this research is the first year student of senior high school 2 Kampar.

The total number of the respondents is 42 students. To collect the data of the research, the writer used test in form narrative text. Test is used to identify the students' ability in chronological order of writing narrative text. The formulation of the research is how is the ability of the first years students of SMAN 2 Airtiris Kampar in developing ideas chronologically in term of applying time sequence, coherence and level of discourse in writing narrative paragraph and what is their classification of mastery in applying chronological order in developing narrative paragraph is.

Researcher found that Bambang Febri (2006) in his project paper entitled is *Students' Ability in Using Subject-Verb Agreement in Writing Simple Descriptive at the Second Year Sudents of SMAN 2 Singingit*. These research activities contain one variable, namely: the ability of the second year students in using subject-verb agreement in writing simple descriptive. The population of this research is the second year students of SMAN 2 Singingi, Kuantan Singingi.

The total number of respondents is 32 students. To collect the data of the research, the writer uses test and questionnaire. Test is administered to measure the students' ability in using subject-verb agreement in writing simple descriptive paragraph. Questionnaire is used to find out the factors that influence the students' ability in using subject-verb agreement in writing simple descriptive paragraph.

### **C. Operational Concept**

Operational concept is used to give the explanation about theoretical framework to clarify the theories used in this research. In this research, there are two variables that will be operated. They are:

#### **Variable X: Teaching Writing by Using Wh - questions through Picture**

The indicators are:

- 1) The teacher explains how to use Wh – questions through picture to the students
- 2) The teacher shows a picture to the students
- 3) The teacher gives some questions to the students based on the picture

- 4) The teacher asks the students to answer the questions
- 5) The teacher asks the students to describe in details what they see from the picture given
- 6) The teacher asks the students to identify the language used to show the organization of ideas
- 7) The teacher asks the students to arrange the sentences
- 8) The students determines the topic sentence that will introduce topic in the paragraph
- 9) The teacher asks the students to expand the answers to become a paragraph

#### **Variable Y: The Students' Ability in Writing Descriptive Paragraph**

The indicators are:

- 1) The students are able to express their ideas in writing descriptive paragraph
- 2) The students are able to develop questions concerning the content of the topic
- 3) The students are able to describe in detail about the picture
- 4) The students are able to make correct sentences based on the tenses
- 5) The students are able to organize the sentences by using Wh -questions logically and systematically
- 6) The students are able to make components of paragraph in writing
- 7) The students are able to develop their ideas to become a descriptive paragraph

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

In this research the writer assumes that the using Wh – questions through picture can improve students' ability in writing descriptive paragraph.

##### **2. The Hypothesis**

Ho: There is no a significance of using Wh – questions through picture to improve students' ability in writing descriptive paragraph.

Ha: There is a significance of using Wh – questions through picture to improve students' ability in writing descriptive paragraph.





### **CHAPTER III**

#### **RESEARCH METODOLOGY**

##### **A. The Research Design**

The method used in this research analysis is experiment method. It is quasi - experimental research, which is intended to find out the influence of using Wh – questions through picture technique in teaching writing of descriptive paragraph. This research used two classes as sample. The first class functioned as experimental class (X) treated by using Wh – questions through picture technique and the second was the control class (Y) , which was treated without using Wh – questions technique. Before doing the treatment, the writer gave pre - test to all of the population. Pre – test was given in order to determine two classes as the samples. The writer chooses two the classes as samples that had no different score significantly. After treatment for eight meetings, the writer gave post – test to obtain the students' writing ability after the treatment.

According to Suryabrata (1998:19) this type of research can be designed as follows:

**Table III.1**  
**Research Type**

Class	Pre-test	Treatment	Post-test
E	T1	X	T2
C	T1		T2

Where:

E: Experimental Class

C: Control Class

T1: Pre-test to experiment and control class

T2: Post – test to experiment that is using Wh – questions through picture

The steps of teaching for each class:

1) Experimental Class:

- a. The teacher explains how to use Wh – questions through picture to the students
- b. The teacher shows a picture to the students
- c. The teacher gives some questions to the students based on the picture
- d. The teacher asks the students to answer the questions
- e. The teacher asks the students to describe in details what they see from the picture given
- f. The teacher asks the students to identify the language used to show the organization of ideas
- g. The teacher asks the students to arrange the sentences
- h. The students determines the topic sentence that will introduce topic in the paragraph
- i. The teacher asks the students to expand the answers to become a paragraph

## 2) Control Class

- a. The teacher gave the students explanations about how to write a descriptive paragraph
- b. The teacher gave the students topics
- c. The students were asked to make a descriptive paragraph based on the topic given

## **B. The Time and Location of the Research**

The location of this research at SMUN 2 Kampar. This research had been conducted from November until December 2009.

## **C. The Subject and Object of the Research**

The subject of this research was the first year of SMUN 2 Kampar and the object of this research was teaching writing by using Wh - questions through picture to improve students' ability in writing descriptive paragraph.

## **D. The Population and the Sample of Research**

The population of this research was all the first year of SMUN 2 Kampar, they were about 280 students from 7 classes. The sample of this research was 42 students because this research was assigned by using Cluster Random Sampling. The researcher wrote each class on a small piece of paper and put into a small box. Then the researcher took one paper in box as a sample. The sample is 42 students from one class, after that divided two groups. They are experiment group and control group.

Table III.2

**The Population and Sample of the First Year of the SMUN 2 Kampar**

Populasi	Persen	Sample	Control Group	Experimental Group
280	15%	42	21	21

**E. The Technique of Data Collection****1. Test**

In collecting data for this research, the writer used test (pre-test and post-test). The purpose of this test was to know whether the guided writing by using Wh – questions through picture could improve the students' ability in writing descriptive paragraph. Pre-test was given before teaching writing by using Wh – questions. In pre-test, the students wrote a paragraph related to the topic. After that the writer began to do the treatment of Wh - questions technique to the students. The writer explained how to write descriptive paragraph by using Wh - questions to guide the students in expressing their ideas about the picture, and then giving the students an exercise of writing. At the last, the writer did post-test for the students. The purpose this test was to know how good the writing ability of the students that had been guided by Wh - questions.

The classifications of the students' score are:

80 – 100 = very good

66 – 79 = good

56 – 65 = enough

46 – 55 = less

0 – 49 = fail

(Sudijhono, 2003:35)

## F. The Technique of Data Analysis

There are five aspects of writing tested by Jacobs' theory (1991:92-96) as follows:

### 1. Content

**TABLE III.3**

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, relevant
26-22	Good to average	Some knowledge, adequate range, limited development, mostly relevant
21-17	Fair to poor	Limited knowledge, little substance, inadequate development
16-13	Very poor	Does not show the knowledge, non substantive, not pertinent

### 2. Organization

**TABLE III.4**

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly, logical
17-14	Good to average	Somewhat choppy, loosely organize, limited

		support
13-10	Fair to poor	Non-fluent, idea confuse, lack logical
9-7	Very poor	Doesn't communicate, not organization

### 3. Vocabulary

**TABLE III.5**

Score	Level	Criteria
20-18	Excellent to very good	Supplified range, affective word, word form mastery
17-18	Good to average	Adequate range, occasional error, meaning not absurd
13-10	Fair to poor	Limited range, frequent error, OR not enough
9-7	Very poor	Essential translation, little knowledge

### 4. Language use

**TABLE III.6**

Score	Level	Criteria
25-22	Excellent to very good	Effective complex, few error,
21-18	Good to average	Simple construction minor problem
17-11	Fair to poor	Major problem. Meaning confuse
10-5	Very poor	No mastery of the sentence, doesn't communicated

## 5. Mechanics

TABLE III.7

Score	Level	Criteria
5	Excellent to very good	Demonstrate mastery, few error
4	Good to average	Occasional error, punctuation, paragraphing
3	Fair to poor	Frequent error, poor hand writing, meaning
2	Very poor	No mastery of convention, dominate by error

To collect the data, the writer used test, the writing result was evaluated by concerning five components and each component had score/level. The specific of the test is follows:

TABLE III.8

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5

In analyzing the data, the writer used T-test. To know the students' ability in pre-test and post-test, the data already collected with formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

$t_o$  = The value of it

$M_x$  = Mean score of experimental

$M_y$  = Mean score of control group

$SD_x$  = The standard deviation of experimental group

$SD_y$  = The standard deviation of control group

$N$  = The total number of the students

(Hartono, 2004: 193).

$$(df) = (N_1 + N_2) - 2$$





## **CHAPTER IV**

### **THE DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of the Data**

The data of this research was the score of the students' post-test. The writer gave pre-test to two classes as the sample. They are experiment class and control class. The students were asked to make descriptive paragraph. Writing result was evaluated by concerning five components of writing, they were: content, organization, vocabulary, language use and mechanics. Each component had its score.

#### **B. The Data Presentation**

The data of this research was the score of the students' post-test. The data were collected through the following procedures:

- a. The experimental group were showed a picture and asked to describe it into a short paragraph
- b. The control group were given a topic and asked to write into a short paragraph
- c. The writer evaluated a short descriptive paragraph of the students. Then the researcher put the score for the writing aspect, they were: content, organization, vocabulary, language use and mechanic
- d. The writer used two readers to evaluate the students short paragraph and finally the writer added the score and divided

**TABLE IV.1**  
**THE SCORE OF THE STUDENTS' ABILITY AT THE FIRST**  
**YEAR OF SMUN 2 KAMPAR**

No	Experimental Group		No	Control Group	
	Pre-test	Pos-test		Pre-test	Post-test
1	43	64	1	50	67
2	46	71	2	45	62
3	45	64	3	45	58
4	43	86	4	45	61
5	53	71	5	41	65
6	46	57	6	52	59
7	48	58	7	47	61
8	48	67	8	47	57
9	51	62	9	40	54
10	53	82	10	44	56
11	51	75	11	49	60
12	53	60	12	50	56
13	51	65	13	60	58
14	49	72	14	49	53
15	41	61	15	51	57
16	44	67	16	47	59
17	44	67	17	41	67
18	46	69	18	43	57
19	46	74	19	50	62
20	52	73	20	47	57
21	46	72	21	41	56
Total	999	1437	Total	984	1242

**TABLE IV.2**  
**THE RECAPITULATION OF PRE-TEST OF EXPERIMENTAL GROUP**  
**AT THE FIRST YEAR OF SMUN 2 KAMPAR**

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	50	36	43	Fail
2	Student	52	40	46	Less
3	Student	53	37	45	Fail
4	Student	51	35	43	Fail
5	Student	60	46	53	Less
6	Student	51	41	46	Less
7	Student	54	42	48	Less
8	Student	56	39	48	Less
9	Student	57	44	51	Less
10	Student	60	46	53	Less
11	Student	59	43	51	Less
12	Student	60	46	53	Less
13	Student	60	41	51	Less
14	Student	55	42	49	Less
15	Student	47	35	41	Fail
16	Student	49	39	44	Fail
17	Student	50	38	44	Fail
18	Student	52	39	46	Less
19	Student	55	36	46	Less
20	Student	58	46	52	Less
21	Student	52	39	46	Less
Total				999	

From the table above, we can know the total score of pre-test for experimental group is 999 while the highest score is 53 and the lowest score is 41. the score was given from two readers, each score was added and divided.

For example:

Reader 1 = 50              Reader 2 = 36

Final score = Reader 1 + Reader 2 : 2 =  $50 + 36 : 2 = 43$

**TABLE IV.3**  
**THE RECAPITULATION OF PRE-TEST OF CONTROL GROUP**  
**AT THE FIRST YEAR OF SMUN 2 KAMPAR**

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	57	42	50	Less
2	Student	51	38	45	Fail
3	Student	48	41	45	Fail
4	Student	49	41	45	Fail
5	Student	46	36	41	Fail
6	Student	65	39	52	Less
7	Student	49	44	47	Less
8	Student	49	44	47	Less
9	Student	44	35	40	Fail
10	Student	49	39	44	Fail
11	Student	53	45	49	Less
12	Student	54	46	50	Less
13	Student	72	48	60	Enough
14	Student	56	42	49	Less
15	Student	56	45	51	Less
16	Student	57	36	47	Less
17	Student	46	36	41	Fail
18	Student	48	38	43	Fail
19	Student	60	40	50	Less
20	Student	52	42	47	Less
21	Student	47	35	41	Fail
Total				984	

From the table above, we can know that the total score of pre-test from control group is 984 while the highest score is 60 and the lowest score is 40. The score was given from two readers. Each score was added and divided.

For example:

Reader 1 = 57              Reader 2 = 42

Final score = Reader 1 + Reader 2 : 2 =  $57 + 42 : 2 = 50$

**TABLE IV.4**  
**THE RECAPITULATION OF POST-TEST OF EXPERIMENTAL GROUP**  
**AT THE FIRST YEAR OF SMUN 2 KAMPAR**

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	80	48	64	Enough
2	Student	78	64	71	Good
3	Student	81	46	64	Enough
4	Student	90	81	86	Very good
5	Student	69	72	71	Good
6	Student	68	46	57	Enough
7	Student	69	47	58	Enough
8	Student	67	66	67	Good
9	Student	65	58	62	Enough
10	Student	88	76	82	Very good
11	Student	88	61	75	Good
12	Student	69	51	60	Enough
13	Student	69	61	65	Enough
14	Student	82	61	72	Good
15	Student	72	50	61	Enough
16	Student	69	64	67	Good
17	Student	67	66	67	Good
18	Student	74	63	69	Good
19	Student	83	64	74	Good
20	Student	87	59	73	Good
21	Student	82	61	72	Good
Total				1437	

From the table above, we can know the total score of pos-test for experimental group is 1437 while the highest score is 86 and the lowest score is 57. The score was given from two readers. Each score was added and divided.

For example:

Reader 1 = 80              Reader 2 = 48

Final score = Reader 1 + Reader 2 : 2 = 80 + 48 : 2 = 64

**TABLE IV.5**  
**THE RECAPITULATION OF POST-TEST OF CONTROL GROUP**  
**AT THE FIRST YEAR OF SMUN 2 KAMPAR**

No	Students	Score		Final Score	Category
		Reader 1	Reader 2		
1	Student	86	47	67	Good
2	Student	81	43	62	Enough
3	Student	69	47	58	Enough
4	Student	72	49	61	Enough
5	Student	77	53	65	Enough
6	Student	69	49	59	Enough
7	Student	69	52	61	Enough
8	Student	67	46	57	Enough
9	Student	66	42	54	Less
10	Student	69	43	56	Enough
11	Student	68	51	60	Enough
12	Student	65	46	56	Enough
13	Student	65	51	58	Enough
14	Student	65	41	53	Less
15	Student	67	46	57	Enough
16	Student	73	44	59	Enough
17	Student	68	65	67	Good
18	Student	68	46	57	Enough
19	Student	78	46	62	Enough
20	Student	69	44	57	Enough
21	Student	68	43	56	Enough
Total				1242	

From the table above, we can know the total of post-test for control group is 1242 while the highest score is 67 and the lowest score is 53. The score was given from two readers; each score was added and divided.

For example:

Reader 1 = 86                      Reader 2 = 47

Final score = Reader 1 + Reader 2:2 =  $86 + 47:2 = 67$

### **C. The Data Analysis**

#### **1. The Effect of Using Wh – questions Through Picture To Improve Students' Ability in Writing Descriptive Paragraph**

This section is statistical result of teaching by using Wh - questions through picture to improve students' ability in writing descriptive paragraph at the first year of SMUN 2 Kampar. There are two variables, they are experimental and control group. The following is statistical formula used to get the mean score (M) and the standard deviation (SD):

1. The formulation of Mean score for experimental group:

$$M_x = \frac{\sum x}{N}$$

2. The formulation of Mean score for control group

$$M_y = \frac{\sum Y}{N}$$

3. The formulation of Standard Deviation for experimental group

$$SD_x = \frac{\sqrt{\sum X^2}}{N}$$

4. The formulation of Standard Deviation for control group

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$



### 1. Writing Test.

To give the score for writing test by Jacob, et all (1981:90), the writer used five components. They are content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanic (5 points).

Each component has some elements that will be marked. Content consist of 3 elements (knowledgeable, substantive and relevant t the topic). Organization consist of 5 elements (fluent expression, ideas clearly stated, well organized logical, sequencing and cohesive). Vocabulary consists of 5 elements (effective words, idioms, word choices, usage and word form), language use consists of 8 elements (effective complex construction, agreement, tense, number, article, pronouns, prepositions, and word order). Mechanic consists of 5 elements (spelling, punctuation, capitalization paragraphing and hand writing).

**TABLE IV.6**  
**MEAN AND STANDARD DEVIATION**

	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
M	47.57	68.43	46.85	59.14
SD		7.21		3.75
The percentage	43,85%		26,23%	

From the table above, it can be seen that there is a difference of the mean score, the standard deviation and the percentage between experimental and control group. Where the percentage from pre-test to post-test of experimental group is

increasing 43,85% while the percentage from pre-test to post-test of control group is increasing 26,23%. It can be seen from the formula below:

1. The percentage of experimental group is  

$$\frac{68.43 - 47.57}{47.57} \times 100\% = \frac{20.86}{47.57} \times 100\% = 43.85\%$$
2. The percentage of control group is  

$$\frac{59.14}{46.85} \times 100\% = \frac{12.3}{46.85} \times 100\% = 26.23\%$$

**TABLE IV.7**  
**TABLE MEAN AND STANDARD DEVIATION**

No	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X1	Y2				
1	64	67	-4.43	7.86	19.62	61.77
2	71	62	2.57	2.86	6.60	8.17
3	64	58	-4.43	-1.14	19.62	1.29
4	86	61	17.57	1.86	308.70	3.45
5	71	65	2.57	5.86	6.60	34.33
6	57	59	-11.43	-0.14	130.64	0.01
7	58	61	-10.43	1.86	108.78	3.45
8	57	67	-1.43	-2.14	2.04	4.57
9	62	54	-6.43	-5.14	41.34	26.41
10	82	56	13.57	-3.14	184.14	9.85
11	75	60	6.57	0.86	43.16	0.73
12	60	56	-8.43	-3.14	71.06	9.85
13	65	58	-3.43	-1.14	11.76	1.29
14	72	53	3.57	-6.14	12.74	37.69
15	61	57	-7.43	-2.14	55.20	4.57
16	67	59	-1.43	-0.14	2.04	0.01
17	67	67	-1.43	7.86	2.04	61.77
18	69	57	0.57	-2.14	0.32	4.57
19	74	62	5.57	2.86	31.02	8.17
20	73	57	4.57	-2.14	20.88	4.57
21	72	56	3.57	-3.14	12.74	9.85
Total	$\sum x =$ 1437	$\sum y =$ 1242			$\sum x^2 =$ 1091.04	$\sum y^2 =$ 296.37

X = experimental group

Y = control group

### 1. Calculating Mean and Standard Deviation of Experimental and Control Group.

Based on the table calculation of experimental group, we can know that:

$$N = 21$$

$$\sum x = 1437$$

The mean of experimental group (x):

$$M_x = \frac{\sum x}{N} = \frac{1437}{21} = 68.43$$

Standard deviation ( $SD_x$ ) of experimental group (x):

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1091.04}{21}} = \sqrt{51.95} = 7.21$$

Based on the table calculation of control class, we can know that:

$$N = 21$$

$$\sum Y = 1242$$

The mean of control class (Y):

$$M_y = \frac{\sum Y}{N} = \frac{1242}{21} = 59.14$$

Standard deviation ( $SD_y$ ) of control class (Y):

$$SD_y = \sqrt{\frac{\sum Y^2}{N}} = \sqrt{\frac{296.37}{21}} = \sqrt{14.11} = 3.75$$



### 3. The formula of T-test as follow:

$$t_a = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{68.43 - 59.14}{\sqrt{\left(\frac{7.21}{\sqrt{21-1}}\right)^2 + \left(\frac{3.72}{\sqrt{21-1}}\right)^2}}$$

$$t_o = \frac{9.3}{\sqrt{\left(\frac{7.21}{\sqrt{20}}\right)^2 + \left(\frac{3.75}{\sqrt{20}}\right)^2}}$$

$$t_o = \frac{9.3}{\sqrt{\left(\frac{7.21}{4.47}\right)^2 + \left(\frac{3.75}{4.47}\right)^2}}$$

$$t_o = \frac{9.3}{\sqrt{(1.61)^2 + (0.84)^2}}$$

$$t_o = \frac{9.3}{\sqrt{2.6 + 0.71}} = \frac{9.3}{\sqrt{3.31}}$$

$$t_o = \frac{9.3}{1.82} = 5.10$$

### 4. Giving Interpretation

To give interpretation toward  $t_o$ , there are several ways. They are:

#### 1. Looking for df

$$df = (N_x + N_y) - 2$$

$$df = (21+21)-2$$

$$df = 42-2= 40$$

## 2. Consulting with $t_{table}$

The coefficient of t-test is 5.10 and df is 40. The  $t_{table}$  5% is 2.02 and 1% is 2.72. So, the writer can analyze that  $t_0$  is higher than  $t_{table}$  both in 5% and 1%. It can be read that  $2.02 < 5.10 > 2.72$ . It means that there is a significant influence of using Wh - questions through picture in writing descriptive paragraph at the first year of SMUN 2 Kampar.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

This research described the students writing ability, especially in writing descriptive paragraph by using Wh - questions through picture. The score of students in pre-test was lower than post-test. After teaching writing by using Wh - questions, the writer found a significant improvement. Based on the description above, the writer can conclude as follows:

1. Based on the result of post-test in experimental group, the writer found there was a significant student's ability in writing descriptive paragraph by using Wh - questions through picture at the first year of SMUN 2 Kampar.
2. The average of pre-test in control group was 46.85, while the average score of post-test was 46.85. It means that the students writing ability before using Wh - questions through picture was 26.23%.
3. The average of pre-test in experimental group was 47.57, while the average score of post-test was 59.14. It means that the students writing ability after using Wh – questions through picture increased 43.85%

The finally, based on the result of pre-test and pos-test in control group to experimental group, the writer concludes that there is a significant improvement of using Wh – questions through picture.

## **B. Suggestions**

Based on the conclusion above, the researcher has some suggestions as follows:

### **1. For teacher:**

- a. The teacher should know the appropriate technique in order to motivate students to practice their writing ability
- b. The teacher should be creative in the process of teaching and learning
- c. A teacher should help the students to arrange sentences in correct tenses to become a good paragraph
- d. The teaching writing by using Wh – questions through picture is better technique for an English teacher

### **2. For students:**

- a. The students are suggested to do more practice of descriptive paragraph in writing
- b. The students are suggested to master aspects of writing (content, organization, vocabulary, language use, and mechanics)
- c. The students should know the correct tenses in writing
- d. The students should know the characteristic of descriptive paragraph (using simple present tense, has, have, linking verbs, consist of, adjectives, and sometimes using degree of comparison) before doing writing
- e. The students should understand of using Wh – questions through picture to help express their ideas in writing



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